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ABSTRACT

In phase 2 of a cooperative venture with the Salt Lake City School District, Olympus Research Center demonstrated and disseminated a system of materials developed in phase 1 to extend career education for preschool children to the home. (See ED 164 922 for the final report.) The materials included a book, films, and filmstrips with audio cassettes. The guiding concept was that parents should be trained to provide positive career education support experiences to their children in the home. The demonstration involved training teachers to train sixty-seven volunteer parents. Participants were representative of all ethnic groups in the area, handicapped and non-handicapped individuals, and an approximately equal ration of males and females. The evaluation included pre- and post-testing of parents and some follow-up visits by an outside evaluator and teacher debriefings. The pre- and post-test factor analysis indicated that program participants were more likely to take definite positions on issues, hold like opinions, define career education more inclusively, develop more conceptual categories concerning career education, and integrate career education and life experience. The project appeared to have been successful in training the parent as an extension of the educational system. (The career education opinion survey is appended.) (YLB)

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ED183803

Final Report

CONTINUATION OF A PROJECT SUPPORTING HOME-BASED CAREER EDUCATION AT THE PRESCHOOL LEVEL

Prepared for the

United States Office of Education

by

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June 29, 1979

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

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(3) Final report

(4) Project title: Continuation of a project: Supporting Home-based Career Education at the Preschool Level

(5) Period covered: October 1, 1977 to December 30, 1978

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(7) Project Director(s) (sequentially): Garth L. Mangum, G. Donald Gale, Kenneth C. Olson

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Olympus Research Centers, in a cooperative venture with the Salt Lake City Board of Education, had previously developed a clustered system of materials designed to provide the benefits of career education to preschool children in the home. The materials were planned to serve as resource tools and discussion vehicles for parent training groups. Under the project concept, parents would be trained to provide positive career education support experiences to their children in the home.

The materials produced and delivered to USOE by Olympus Research Centers under the previous grant were:

- A 315-page book titled Your Child's Career

- A 12-minute, 16mm film titled "Your Child and Career Education: An Introduction to Home-based Career Education"
- A series of six filmstrips and audio cassettes --

  "Work: What You Do All Day"

  "Work Values and Attitudes Begin at Home"

  "How to Teach Your Child to Work"

  "Introduce Your Child to the World of Work"

  "Broaden Your Child's Career Options: Non-traditional Roles and Stereotypes"

  "Parents and Career Education for the Handicapped Child"

As originally envisioned, the project would have tested the developed materials with a sample of parents. Funding levels precluded implementation of that plan. USOE, therefore, funded the design phase alone, and later funded this project to provide demonstration and dissemination.

This project carried out the following tasks:

1) Demonstrated the effectiveness of the Home-based Career Education system completed in Phase I by applying it with parents of pre-school age children in an adult and community education setting in the Salt Lake City School District.
2) Evaluated that demonstration by testing its influence on the attitudes, knowledge and practices of those parents involved in the demonstration.
3) Disseminated the systems concepts by giving the materials nationwide visability.

Again, funding limitations prevented as broad a demonstration and dissemination program as was proposed. The reduced scale project was completed and was, on balance, quite successful.

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DEMONSTRATING HOME-BASED CAREER EDUCATION MATERIALS AT THE PRESCHOOL LEVEL

Developers of the principles and concepts of career education have long recognized that an important segment of the career education process takes place in the home, both prior to and after the time the child enters school. The home is particularly critical in such things as the development of work attitudes and values, the adoption of good work habits, and the exploration of the world of work.

Key questions raised by Olympus Research Centers regarding these concepts in its previous project were: (1) How can career education be extended to the child in the home? (2) How can parents be trained to implement a positive career education program in the home?

Prior Activities

Olympus Research using USOE assistance and in a joint effort with the Salt Lake City School District, produced a system of materials designed to extend career education into the home. Olympus designed the materials for this prior project primarily to serve as training tools for parent groups. The objective was to provide parents with sufficient motivation and information so that they might carry the positive principles of career education into the home and apply those principles to the rearing of their own children. The materials which were developed have been amply described in the final report for the previous project.

A major point to be recalled is that the original proposal submitted by Olympus Research contemplated both development of materials and a demonstration

and evaluation of those materials by a series of parent groups and an outside evaluator. The limited proposal funded by USOE eliminated the demonstration and evaluation phase in favor of developing and producing the training materials.

This project was designed to capitalize on the prior project, and make the expenditure of public funds, previously committed, more valuable.

Major Activities

The demonstration was built upon the advisory parent group approach used in Phase I. Volunteer teachers were carefully selected and trained to teach the parents who volunteered to participate in the demonstration project. Two teachers who served as advisors in Phase I were joined by three additional teachers who met the selection criteria:

(1) Competence in teaching adults

(2) Ability to relate to adults from all strata

(3) Understanding of early childhood and career education

In addition, the five teachers met the desire to have a reasonable mix of race, sex and ethnicity.

The teachers were trained by project staff and each taught an eight-week course in a one-a-week, two hours per session format. The teachers were compensated for their extra time, above the normal requirements of the teaching contract. No problems were encountered in this arrangement from professional associations or unions.

A total of 67 parents completed the demonstration project, 30 males and 37 females. They were taught in Salt Lake School District facilities on a "neighborhood" basis in five groups. During the seminars they each viewed all the materials prepared in Phase I, read the concept book, worked their way through the parents manual, and engaged in extensive discussion activity with the teacher and with their peers. All parents were pre and post tested to measure changes in knowledge

and perception. Follow-up evaluative visits were made to a sub-set of participants by an outside evaluator. (See separate section on Evaluation.)

A dissemination effort was developed in which information on the materials was disseminated to all school districts in the United States with enrollment over 1,000 students. A limited copyright for "Your Childs Career" was granted to a sister organization, Olympus Publishing, and extensive marketing and dissemination undertaken nationwide. Finally, USOE has mentioned the materials in both its in-house and contract publications, to all those regularly receiving career education information

Project Participants

Product development personnel in Phase I included Dr. Garth L. Mangum, an authority in the field of career education; Dr. Mary Olsen, a specialist in early childhood education; Dr. Arden R. Thorum; a specialist in education for the handicapped; Dr. Elwood Peterson; an authority in value formation and child development; and G. Donald Gale, a communication specialist. In Phase II, this project was led first by Dr. Mangum, then by Mr. Gale, and finally by Kenneth C. Olson, who completed the project.

Key persons in the Salt Lake School District included Dr. Donald Thomas, superintendent of Salt Lake City Schools; Rosamond Demman, career education specialist for Salt Lake City Schools; and Dr. Joseph Richards, who replaced her upon retirement; and Grace Dolce, Mary Haney, Rita Paxton, Alan Schultze and Milo Hadlock, teachers.

A numerical summary of project participants in the demonstration, by group, is provided on the following page. It provides a complete breakdown of ethnicity and other characteristics for all participants combined.

Home-based Career Education
PARENT TRAINING WORKSHOP

Demographic Survey

	Group 1	Group 2	Group 3	Group 4	Group 5	Total
Total	15	12	14	14	12	67
Sex:						
Male	5	6	7	6	6	30
Female	10	6	7	8	6	37
Race:						
Caucasian	10	11	12	10	11	54
Black	1	-	-	1	1	3
Oriental	2	-	-	-	-	2
Spanish Descent	2	-	-	3	-	5
American Indian	-	-	2	-	-	2
Other	-	1	-	-	-	1
Parents of Handicapped Children	1	-	4	1	-	6
Low Income Parents	6	-	2	2	2	12
Number of Children in Homes	24	17	31	24	19	115

Evaluation

As mentioned earlier, all participating parents were pre and post tested by project personnel in an attempt to gauge changes in attitudes, knowledge and values. The results of analyzing that data follow in the section "Analysis of Survey Data." For assistance in interpreting the survey data, the instrument used is appended to this report. In addition, an independent outside evaluator was engaged to conduct interviews with a sub-set of parents who participated in the demonstration. This work was performed by Educational Support Systems, Inc. (ESSI), a Salt Lake based organization. ESSI had no knowledge of the project prior to being asked to conduct the evaluation late in 1978. The evaluation was intended to measure outcomes well after participation in the project. However, in the passage of time, many participants had moved, changed phone numbers, or were otherwise difficult to contact. An attempt was made to conduct a personal interview with all available participants. Fifteen participating families representing 24 program participants were visited. The discussion of those interviews follow in the sections "Interviews" and "Basic Research Questions of the Evaluation Plan."

Analysis of the Survey Data

The data from the survey were analyzed in several ways. First, pre and post means and standard deviations were computed on each item. Then mean difference scores were computed. Those indices appear on the following table. There are several general observations which can be made about these statistics. Perhaps the most important is that the program tended to polarize attitudes away from "undecided" to the ends of the scale. In other words, individuals appear to have developed stronger opinions and become more like one another in opinions held. The generally smaller post standard deviations indicate that attitudes tended to crystalize among the group as a result of the program. There was, of course, no control group, but it seems a fair assumption that these changes are directly attributable to attending the course.

The largest changes in the opinions of the group were on statements 1, 13, 31, 7, 32, 30, 14, 16, and 37. Thus, participants appear to have developed a much more inclusive definition of career education, to see it as a process occurring throughout life, to view it as including a broad array of life experiences, and to feel that it is important in the home as well as in formal education. Additionally, the evaluation focused on how the program might have changed the manner in which individuals organize their thinking about career education. That is, it might be expected that participants would not only change specific opinions and attitudes; they would organize their thinking into different constellations -- they would demonstrate qualitative as well as quantitative differences in their thinking.

The manner in which qualitative differences were examined was through separately factor analyzing the pre and post data. The sample was too

STATISTICS FROM CAREER EDUCATION OPINION SURVEY

	$\bar{X}_1$	SD	$\bar{X}_2$	SD	$\Delta\bar{X}$		$\bar{X}_1$	SD	$\bar{X}_2$	SD	$\Delta\bar{X}$
1.	4.1	2.0	1.8	1.8	-2.3	20.	3.0	2.2	1.7	1.1	-1.3
2.	5.7	1.5	6.8	.9	1.1	21.	5.5	1.9	6.2	1.6	.7
3.	3.2	2.2	2.1	1.4	-1.1	22.	6.2	1.1	6.8	.5	.6
4.	3.8	2.1	2.5	1.6	-1.3	23.	5.8	1.3	6.3	1.1	.6
5.	3.5	2.2	2.5	2.0	-1.0	24.	5.1	2.3	6.6	1.1	.5
6.	2.4	1.9	2.4	2.0	0	25.	2.8	2.1	1.9	1.2	-.9
7.	4.7	2.0	6.6	.9	1.9	26.	2.5	1.3	2.5	1.6	0
8.	6.0	1.6	7.0	.2	1.0	27.	2.9	1.9	2.3	1.3	-.3
9.	5.9	1.4	6.1	1.2	.2	28.	5.9	1.3	5.7	2.2	-.2
10.	3.7	2.0	2.6	1.5	-1.1	29.	4.8	1.6	6.0	1.6	1.2
11.	2.8	1.8	3.1	2.0	.3	39.	3.2	2.2	5.1	2.0	1.9
12.	6.1	1.3	6.6	2.0	.5	31.	4.1	1.5	6.4	1.0	2.3
13.	5.4	1.8	3.2	2.7	-2.2	32.	4.5	2.1	6.3	1.1	1.9
14.	5.0	2.0	6.6	.9	1.6	33.	6.3	1.0	6.8	.6	.5
15.	5.4	1.9	6.5	.8	1.1	34.	5.3	1.5	6.3	1.4	1.0
16.	5.2	1.5	6.8	.6	1.6	35.	3.6	1.9	2.3	1.8	-1.3
17.	5.1	1.8	6.2	1.4	1.1	36.	5.0	2.0	6.1	1.7	1.1
18.	3.9	1.7	4.5	1.6	.6	37.	2.8	2.0	1.3	.5	-1.5
19.	5.2	2.1	6.5	.5	1.3	N	62		52		

small and not sufficiently well defined to allow for generalizations to be made beyond this particular group. Factor analysis is also a complex procedure from which incorrect conclusions can easily be drawn. Therefore, the factor analytic results should be viewed more as hypothesis about changes that occurred than as a reflection of actual changes. With these caveats in mind, one of the major changes from the pre to the posttest was the increase in the number of significant factors. There were seven principal factors on the pretest and 13 on the posttest. The smaller sample size and smaller variances on the posttest may have contributed to this increased number, but it appears probable that one of the effects of the program was to increase the number of conceptual categories into which individuals sort information about career education. In other words, as might be expected, program participants saw more nuances and subtleties in career education as a result of the course.

Because of the small samples and the associated probability that all of the factors could not be replicated, the decision was made to rotate only four orthogonal factors from both the pre and posttests. The most important factor on the pretest was a combination of primarily items 32, 33, 22, 14, 20, 28, and 37. The common thread of all of these items appears to concern the locus of responsibility for career education. In other words, the most important conceptual category on the pretest of the Career Education Opinion Survey appears to have been concerned with who is responsible for making career education happen. It should help to clarify the situation by pointing out that items 20, 25, and 37 had negative factor loadings, meaning that the more likely an individual was to agree with these items, the more likely he was to disagree with the other aforementioned items and vice versa. For example, individuals who felt career

education to be more the responsibility of the school than the parents were not likely to view learning to tie a shoe as part of career education.

The second most important factor on the pretest was composed of items 8, 27, 9, 24, 36, and 14. Item 27 had a negative loading. The common element here appears to be parents' expectations of children in relationship to their attitudes about preparing for the world of work. Such an interpretation relies on grouping a central theme after reading each of the items, and it is possible that there are other equally valid or even more valid interpretations. It is, therefore, advisable to reread the items themselves, rather than accept uncritically the interpretations which are being given.

Factor III was a combination of items 5, 4, 3, 35, and 29, the last item having a negative loading. The primary theme here appears to concern how career education differs from other aspects of formal education and life experiences.

Factor IV was primarily comprised of items 7, 2, 13, and 16. Item 13 had a negative loading. This factor is clearly a reflection of attitudes about age in relationship to career education.

On the posttest, the important conceptual categories shifted considerably. This time Factor I was a combination of items 14, 17, 2, 31, and 32. The central theme appears to be the relative importance of integrating career education into home and school throughout life. In other words, the idea of separateness versus integration with respect to career education and life experience appears to have crystalized during the course.

Factor II was comprised primarily of items 27, 18, 35, 26, 10, 37, and 4. The main concept in this instance seems to concern the locus of responsibility in preparation for and maintenance of a successful career.

Factor III was a function of items 6, 11 and 28, the last item having a negative loading. These items appear to have commonality in terms of the relationship between interest and career. The factor may reflect the extent to which occupational interest is viewed as originating within individuals or from institutions.

Factor IV was a combination of items 5, 23, and 36, the last item having a negative loading. This factor is difficult to interpret, but it may reflect the conceptual basis for identifying the conditions under which career education occurs.

The differences in the pre and posttest factor analysis indicate that program participants organized their thinking about career education in substantially different ways as a result of the program. They appear to use more conceptual categories and focus on more subtle issues. It is difficult to say if any of the factors identified would hold up under cross-validation with larger groups, but the results of this study indicate that further research in this area would be profitable to pursue.

To summarize the major conclusions which can be made from the data analysis of the Career Education Opinion Survey, the program participants appear to have changed their thinking about career education in the following ways:

(1) They became much more likely to take a definite position on major issues.

(2) They became more like one another in opinions held.

(3) Their definition of career education became much more inclusive, encompassing a broad array of life experiences, occurring throughout life, and being important in the home as well as in formal education.

(4) They developed more conceptual categories concerning career

education and correspondingly, appeared to become more aware of various nuances.

(5) The idea of integration with respect to career education and life experience appears to be the main concept which crystalized during the course.

Interviews:

Because of the availability of quantified information from the Opinion Survey, the decision was made to make the interviews open-ended. Eight basic questions were asked and interviewers were encouraged to elaborate on all answers. Each of the questions is presented below followed by a summary of the answers given.

1. How do you feel about the career education program that you attended: (What was good about it and how might it have been improved?)

   Respondants were almost universally positive about the experience. The statement was consistently made that it had opened their eyes to many facets of career education that they had not previously thought about. The part of the program which was received most positively was the group discussion. All of the respondants said they liked being exposed to a variety of points of review and enjoyed the opportunity of expressing their own reasons. One participant said "I don't know how they did it, but they certainly had the right mix of people in the group." With respect to the question of how the program might be improved, there were a variety of answers. These ranged from "nothing" to specific comments about the curriculum materials. However, the only consistent theme related to the instructors. Respondants who had any negative feelings about the experience generally felt the instructor was at fault. The majority had very positive things to say about their instructors, but the qualifications of individual instructor seems to have been the single most important factor in whether the experience was viewed as a total success.

2. How much difference do you feel the program has made in your view of career education?

Most of the respondants indicated that it made a large difference. Only one respondant said, "not too much." Such comments were made as, "household duties didn't have any relationship to career education before the course, but now they do." "I never thought career education was important before junior high, but now I see that it is." And, "I never thought about it before; it really opened my eyes."

3. Do you feel that the program has made any difference in the advise or counsel you have given your child (children) concerning career education?

Thirteen of the respondants answered affirmatively to this question but had difficulty giving specific examples. Most simply indicated that they were more aware that how they communicated to their children about work assignments and personal responsibilities was related to career counseling. One respondant indicated that her children were too young for the question to be relevant.

4. Do you feel the program has made any difference in how you view your child's work habits?

Ten of the respondants answered affirmatively. Two people were uncertain. Several of them indicated that they were much more aware of the importance of getting their children to follow through on work assignments. Others mentioned the importance of rewarding good performance and becoming more personally involved in work with their children.

5. Do you feel that the program has made any difference in the way

in which you review sex or race in relationship to various types of careers?

Most of the respondants indicated that they felt that neither sex nor race should restrict career choice prior to attending the program. However, one participant, a carpenter, indicated that he had not seriously considered his daughter's expressed desire to become a carpenter previously, but since attending the course, he had come to think of it as a genuine possibility.

6. Do you feel that attending the program has made you more optimistic, more pessimistic, or has not changed your attitude about your child's career opportunities?

With only one exception, the respondants indicated that they were more optimistic.

7. How was the quality of instruction and course materials?

The majority of respondants felt the quality of instruction was good. But some said the discussions sometimes wandered too much and they felt the need for better group leadership. One respondant indicated that her instructor was usually not well prepared. Twelve of the respondants indicated that they had made little use of the text materials and were not very familiar with them. However, only one person expressed wholly negative opinions about the text (incredibly wordy and windy). Two of the respondants indicated that they had had occasion to refer to the text since the course. The films were almost universally well liked.

8. Is there anything else you can tell me about the program that might be useful in evaluating it?

A variety of opinions were expressed to this question and there was no consistent theme. Some of the main responses were

as follows: "It would be better to break up the parents by age group of children. There was too much I could not apply to my own children." "The program tried to cover too much, it would be better to spend more time on specifics." One of the respondants, who is a school teacher, indicated that it might be useful to separate parents by educational level, saying that a problem with the course materials was that they were geared to too low an academic level. Another participant indicated that the course had been excellent in all ways, but she expressed concern that such a program would not succeed in involving the families who would benefit from it most. Another comment which did not concern the program directly was that poor families often had difficulty hiring babysitters on a frequent basis and attendance would be much easier if child care was made available as part of the program. Several of the participants indicated that they felt the evaluation should have been conducted sooner as they had forgotten many of the specific concerns they had had at the time the program was taking place.

Basic Research Questions of the Evaluation Plan

The basic research questions pertinent to this phase of the evaluation will be addressed below. The answers represent the evaluator's general conclusions based upon all of the information which was available from the Career Education Opinion Survey and the interviews:

1. Do knowledge and attitudes related to career education carry over after the class?

   The evidence is consistent that there was a strong carryover. One of the interviewees, a foreign student, had a language problem and apparently benefitted minimally from the experience. Also, another respondant, a teacher, said she became upset with the manner in which the group discussions were handled and dropped out of the class early, but the other participants were quite consistent in indicating that the experience had had an important impact on their knowledge and attitudes about career education.

2. Do parents apply what they have learned in the workshops with their children in the home and, if so, in what specific ways?

   Parents were again quite consistent in indicating that the class experience did carry over into the home and relationships with their children, but most had difficulty giving specific examples. Some of the examples which were given included the use of positive reinforcement, getting children to carry through with work assignments, working along with children, and being a better listener.

3. Do parents adapt what they have been taught in the workshops to meet the specific home situation such as involving siblings, meeting the special needs of handicapped, carry out the ideas with a single parent family, or other unusual circumstances?

From the limited sample which was interviewed, it is difficult to answer this question. Parents with more than one child generally indicated that they felt better able to facilitate cooperation among their children, but it was difficult getting any information from them on how the workshop experience might relate to special circumstances.

4. What affective or attitudinal changes are apparent among parents as a result of the workshop?

The aforementioned changes were previously summarized and will not be listed again here, but it should be stated here that, in the evaluator's opinion, the workshop was very successful in facilitating desirable changes.

In conclusion, as judged by the participants enthusiasm, the attitude changes from the pre to the posttest on the Career Education Opinion Survey, and the evidence of positive carryover after the workshop, this program appears to have been generally very successful in meeting its goals.

Comments by Teachers

A final debriefing meeting was held with the five teachers who served as discussion leaders. A distillation of their more cogent comments follow for the benefit of those who read this report.

Several parents commented that they would like to see the program on educational television, according to discussion leaders.

Some parents wanted to know if and when the course would be offered again. It might be a good idea to suggest it for inclusion in community school offerings.

The discussion leaders thought it would be a good idea to have a parent workbook to accompany the course--something they could work with during the week at home.

The best thing about the program was that it brought together a group of people with common problems, and the audiovisual materials stimulated discussions and ideas concerning those problems.

Some thought the program could and should be shortened to six weeks or less.

One leader thought the filmstrip on the handicapped should include more success stories of handicapped who had overcome the difficulties.

Discussion leaders agreed that the program was good because it reached all levels of participants. It was not over the heads of any, but it was flexible enough so that even the most sophisticated parent could derive benefit from it.

Some parents commented to leaders that the program should be offered to high school students as part of a parent training effort.

All enthusiastically agreed that one of the great benefits of the program was a side effect--parents continually commented that the program improved their relationships with their children because it broadened their understanding of children's perspective, and it encouraged parents to be more involved with child's activities.

Conclusion

Olympus Research Centers believes that the apparent success of this project justifies more widespread demonstration and evaluation of the materials developed by Olympus Research Centers. We cite again the views expressed in the project proposal.

The home and family component is endorsed by every career educator but rarely implemented. Teachers have invited parents into the classroom and taken students into the parent's workplace. They have sent questionnaires into homes. But a partnership between the school and the parents for pre-school home-based career education has not been established. The school thus reaches into the home in the most positive way, training the parent, the most trusted and concerned teacher, as an extension of the educational system and providing materials and activities for use with the child in the home.

Every career educator, in fact every educator, recognizes that schools cannot reverse or undo the values, attitudes, habits, and skills learned and absorbed in the home before the school years start. Most educators are aware of the need to involve the parent and increase the positiveness of parental signals to the child, conscious and unconscious. Yet few have found an effective vehicle. It is a rare parent who is not interested in the career prospects of his or her children. Yet few parents fully realize the extent to which they are building values and attitudes, positive and negative, which will contribute to or detract from career success. Parents want to help and will react favorably to suggestions, as long as they are simple and appropriate.

We believe this project has demonstrated that such results are attainable. We urge all educators to attempt such a challenging, but rewarding effort.

APPENDIX A

CAREER EDUCATION OPINION SURVEY

Name _____ Date _____

The following statements are random comments about the subject of career education. Please read each statement and decide whether or not you agree with it. Then circle the number to the right of the statement which most accurately indicates your opinion. The number '7' indicates that you strongly agree with the statement; the number '1' indicates that you strongly disagree. If you mildly agree, circle number '5' or '6.' If you mildly disagree, circle number '3' or '2.' If you have no opinion or are undecided, circle number '4.'

	Strongly Disagree			Undecided			Strongly Agree
1. Career education is a new class for high school students in which they learn how to choose an occupation.	1	2	3	4	5	6	7
2. Career education begins at birth and continues through old age.	1	2	3	4	5	6	7
3. Students should select an occupation in the elementary grades and pursue it through their school years.	1	2	3	4	5	6	7
4. Preparation for life and a career should center on learning academic subjects.	1	2	3	4	5	6	7
5. Career education is not much different from vocational education.	1	2	3	4	5	6	7
6. Students do not become interested in occupations until the high school years.	1	2	3	4	5	6	7
7. Career education is important for the preschool child.	1	2	3	4	5	6	7
8. The attitudes parents have toward work influence the attitudes of their children.	1	2	3	4	5	6	7
9. Children should be expected to do work around the house because they ought to share the work load.	1	2	3	4	5	6	7
0. Individuals who are outstanding students will be successful in their chosen careers.	1	2	3	4	5	6	7

	Strongly Disagree			Undecided			Strongly Agree
11. Individuals can be happy and successful in life even if they do not like their careers.	1	2	3	4	5	6	7
12. Schools should stress the dignity of workers, regardless of the tasks those workers perform.	1	2	3	4	5	6	7
13. Career education is of more concern and importance to students and parents as the children get older; i.e., when they become adolescents or young adults.	1	2	3	4	5	6	7
14. Career education is a part of almost all learning at all levels of education.	1	2	3	4	5	6	7
15. It is important for women to prepare for meaningful careers.	1	2	3	4	5	6	7
16. Career education is intended for all students in all grades, as well as for adults and preschool children.	1	2	3	4	5	6	7
17. Children should do work around the home because it is part of career education.	1	2	3	4	5	6	7
18. If an individual does not like the work which is part of his or her career, the solution is to change jobs.	1	2	3	4	5	6	7
19. Career success is primarily dependent upon values and attitudes.	1	2	3	4	5	6	7
20. The training of youth for occupations is more the responsibility of vocational schools than it is the responsibility of elementary or secondary schools.	1	2	3	4	5	6	7
21. Role stereotyping by race, sex or handicapping condition reduces a child's opportunity for career development.	1	2	3	4	5	6	7
22. Career education requires the involvement of parents and the home.	1	2	3	4	5	6	7
23. Career education requires the involvement of the business community.	1	2	3	4	5	6	7

	Strongly Disagree			Undecided			Strongly Agree
24. Girls and boys both have the same needs for career education, at home and in the school.	1	2	3	4	5	6	7
25. If a person is positive of the career he or she wants to enter, there is no need to explore other alternatives.	1	2	3	4	5	6	7
26. Most parents do an adequate job of preparing their children for the world of work.	1	2	3	4	5	6	7
27. Most schools do an adequate job of preparing students for the world of work.	1	2	3	4	5	6	7
28. Career education requires a great deal of effort by parents and the schools.	1	2	3	4	5	6	7
29. Career education is more an attitude or frame of mind than it is a specific set of facts or a specific teaching curriculum.	1	2	3	4	5	6	7
30. Career education for handicapped children is the same as career education for non-handicapped children.	1	2	3	4	5	6	7
31. "Mainstreaming" describes the current goals for education of the handicapped.	1	2	3	4	5	6	7
32. When a child learns to tie a shoe or button a coat, it is a part of career education.	1	2	3	4	5	6	7
33. Children learn what work is and how to feel about it from their parents.	1	2	3	4	5	6	7
34. Career education encompasses all learning.	1	2	3	4	5	6	7
35. Career education means learning how to do a specific job.	1	2	3	4	5	6	7
36. Career education "happens" in the home, whether or not parents plan it.	1	2	3	4	5	6	7
37. Career education is more the responsibility of the school than of parents.	1	2	3	4	5	6	7

38. If you have any comments about career education, about the role of parents in the career education process, or about the ways in which preschool children can benefit from career education, please include those comments below. (Use reverse side, if necessary)